

W A Perry Middle

2600 Barhamville Rd.
Columbia, South Carolina 29204

Grades	6-8 Middle School	
Enrollment	330 Students	
Principal	Demetria N. Clemons	803-256-6347
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	0	4	23

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Unsatisfactory	No
2005	Unsatisfactory	Unsatisfactory	No
2006	Unsatisfactory	Below Average	No

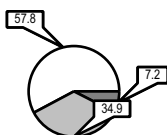
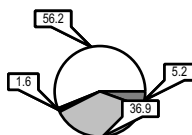
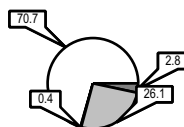
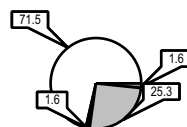
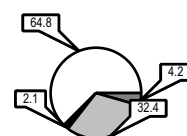
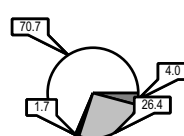
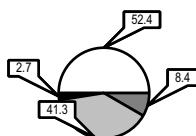
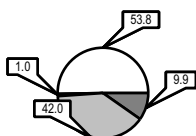
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	33.3	85.9
English 1	N/A	71.1
Biology 1/Applied Biology 2	N/A	48.5
Physical Science	N/A	24.8
All Subjects	33.3	75.4

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	328	90.2	59.4	32.6	8.0	0.0	10.7	No	Yes
Gender									
Male	172	84.3	66.4	27.3	6.4	0.0	8.2	N/A	N/A
Female	156	96.8	52.6	37.7	9.6	0.0	13.2	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	323	90.1	59.5	33.2	7.3	0.0	10.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	273	98.9	55.7	35.5	8.9	0.0	11.8	N/A	N/A
Disabled	55	47.3	95.2	4.8	0.0	0.0	0.0	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	328	90.2	59.4	32.6	8.0	0.0	10.7	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	328	90.2	59.4	32.6	8.0	0.0	10.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	300	91.0	59.5	32.4	8.1	0.0	10.5	No	Yes
Full-pay meals	28	82.1	57.1	35.7	7.1	0.0	14.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	328	89.9	55.9	37.4	5.0	1.8	14.4	No	Yes
Gender									
Male	172	84.9	56.9	35.8	4.6	2.8	15.6	N/A	N/A
Female	156	95.5	54.9	38.9	5.3	0.9	13.3	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	323	90.1	56.2	37.9	4.6	1.4	13.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	273	99.3	52.2	40.4	5.4	2.0	15.8	N/A	N/A
Disabled	55	43.6	94.7	5.3	0.0	0.0	0.0	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	328	89.9	55.9	37.4	5.0	1.8	14.4	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	328	89.9	55.9	37.4	5.0	1.8	14.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	300	90.3	56.7	36.5	4.8	1.9	13.0	No	Yes
Full-pay meals	28	85.7	42.9	50.0	7.1	0.0	35.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	328	94.5	70.6	26.2	2.8	0.4	3.2
Gender							
Male	172	91.9	68.2	25.6	5.4	0.8	6.2
Female	156	97.4	73.1	26.9	0.0	0.0	0.0
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	323	94.4	71.3	25.8	2.5	0.4	2.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	273	98.9	65.8	30.2	3.5	0.5	4.0
Disabled	55	72.7	91.3	8.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	328	94.5	70.6	26.2	2.8	0.4	3.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	328	94.5	70.6	26.2	2.8	0.4	3.2
Socio-Economic Status							
Subsidized meals	300	95.0	70.8	26.2	3.0	0.0	3.0
Full-pay meals	28	89.3	66.7	26.7	0.0	6.7	6.7

Social Studies							
All Students	328	94.5	71.5	25.3	1.6	1.6	3.2
Gender							
Male	172	91.9	67.7	27.7	2.3	2.3	4.6
Female	156	97.4	75.6	22.7	0.8	0.8	1.7
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	323	94.4	71.8	25.7	1.2	1.2	2.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	273	98.9	69.5	26.6	2.0	2.0	3.9
Disabled	55	72.7	80.4	19.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	328	94.5	71.5	25.3	1.6	1.6	3.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	328	94.5	71.5	25.3	1.6	1.6	3.2
Socio-Economic Status							
Subsidized meals	300	95.0	71.8	25.2	1.3	1.7	3.0
Full-pay meals	28	89.3	66.7	26.7	6.7	0.0	6.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	114	100.0	67.1	24.7	8.2	0.0	8.2
	7	115	100.0	50.6	44.8	4.6	0.0	4.6
	8	93	100.0	50.7	38.4	9.6	1.4	11.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	126	88.1	51.3	36.3	12.5	0.0	12.5
	7	109	91.7	69.3	24.0	6.7	0.0	6.7
	8	93	91.4	58.0	37.7	4.3	0.0	4.3
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	114	100.0	44.7	45.9	8.2	1.2	9.4
	7	115	99.1	50.6	40.2	6.9	2.3	9.2
	8	93	100.0	64.4	32.9	2.7	0.0	2.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	126	89.7	44.4	46.9	3.7	4.9	8.6
	7	109	89.0	58.3	33.3	8.3	0.0	8.3
	8	93	91.4	66.7	30.4	2.9	0.0	2.9
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	113	99.1	71.1	22.9	4.8	1.2	6.0
	7	115	100.0	72.4	24.1	2.3	1.1	3.4
	8	93	100.0	72.6	26.0	1.4	0.0	1.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	126	96.0	69.2	24.2	5.5	1.1	6.6
	7	109	92.7	72.0	26.8	1.2	0.0	1.2
	8	93	94.6	70.7	28.0	1.3	0.0	1.3
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	113	99.1	71.1	24.1	2.4	2.4	4.8
	7	115	100.0	75.9	23.0	0.0	1.1	1.1
	8	93	100.0	56.2	41.1	2.7	0.0	2.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	126	96.0	68.1	26.4	2.2	3.3	5.5
	7	109	93.6	79.5	20.5	0.0	0.0	0.0
	8	93	93.5	66.7	29.3	2.7	1.3	4.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 330)				
Students enrolled in high school credit courses (grades 7 & 8)	36.8%	Up from 26.1%	8.5%	16.7%
Retention rate	7.0%	Up from 6.2%	4.6%	2.5%
Attendance rate	95.3%	Up from 94.9%	95.2%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.9%	Down from 9.3%	3.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	9.5%	Up from 7.8%	3.0%	1.0%
Eligible for gifted and talented	4.7%	Down from 7.0%	5.0%	15.6%
On academic plans	63.2%	N/AV	48.3%	39.9%
On academic probation	47.0%	N/AV	3.8%	0.7%
With disabilities other than speech	18.3%	Up from 15.3%	14.9%	12.4%
Older than usual for grade	8.8%	Up from 7.3%	8.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Down from 3.2%	2.2%	0.9%
Annual dropout rate	0.8%	Up from 0.4%	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	51.3%	Up from 50.0%	55.2%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	30.5%	N/A	18.8%	9.1%
Teachers with emergency or provisional certificates	32.4%	Up from 15.2%	18.7%	5.6%
Teachers returning from previous year	76.7%	Up from 75.9%	78.4%	84.6%
Teacher attendance rate	94.7%	Up from 94.6%	94.2%	94.8%
Average teacher salary	\$40,455	Down 2.9%	\$41,462	\$42,267
Prof. development days/teacher	13.8 days	Up from 12.4 days	12.5 days	11.9 days
School				
Principal's years at school	1.0	No change	2.0	3.0
Student-teacher ratio in core subjects	14.5 to 1	Up from 12.4 to 1	17.6 to 1	21.1 to 1
Prime instructional time	88.2%	Up from 87.7%	87.3%	89.0%
Dollars spent per pupil*	\$11,668	Up 10.6%	\$8,255	\$6,243
Percent of expenditures for teacher salaries*	60.8%	Up from 60.4%	54.7%	59.8%
Percent of expenditures for instruction*	68.5%		62.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	86.9%	Up from 83.6%	86.1%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of W. A. Perry Middle School is to educate and prepare each student for a successful high school experience and lifelong academic achievement with vocational and personal growth in collaboration with our parents and the community.

W. A. Perry Middle School's philosophy is based upon the foundation that the school must provide a setting for students to excel to their highest level in all endeavors, thus contributing to their intellectual, social and physical development. Our students made significant accomplishments during the 2005-06 school year, with essay contest winners, S. C. Junior Scholars, Middle School Scholars, Duke TIP Scholar, and District Honors Band.

Collaboration with health and human service agencies, our faith-based partner, and our community task force has enhanced our instructional program. Those efforts include USC's Engineering Program, USC's TRIO Program, Columbia Urban League, Trinity Episcopal Cathedral, and W. A. Perry Community Taskforce.

Our total school performance showed gains in English Language Arts, Mathematics, Science and Social Studies. Grade 8 had the highest gain in English Language Arts with a 13% increase. Grade 6 had the highest gain in Mathematics with a 9% increase. Grade 8 had the highest increase in Social Studies with a 17% gain. Grade 8 had the highest gain in Science with a 12% gain. A larger percentage of our students are scoring basic and above on PACT. Our student performance on district benchmark assessments has also improved.

Strategies implemented during the 2005-06 year were based upon the needs assessment of our students. Activities included professional development focusing on data analysis, disciplinary literacy and Spring Board initiatives; academic assistance to address gaps in student performance; and programs and workshops for parents to support middle school development. Technical assistance was provided that included teacher specialists in the areas of English, Mathematics and Science. District Instructional Facilitators worked in the areas of Social Studies and Special Needs.

Areas targeted as needing to be strengthened include ongoing staff development on analyzing data and best practices, content and curriculum support, collaboration, and character education. Building stronger parent participation and attendance at School Improvement Council meetings and school events will continue to foster student learning. We will focus our efforts on our targeted areas of improvement.

Demetria Noisette Clemons, Principal
Vernell Jenkins, Chairperson, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	108	55
Percent satisfied with learning environment	52.6%	58.7%	75.0%
Percent satisfied with social and physical environment	57.9%	58.7%	70.6%
Percent satisfied with school-home relations	26.3%	76.2%	84.3%

*Only students at the highest middle school grade level at this school and their parents were included.